



East
Kalgoorlie
PRIMARY SCHOOL

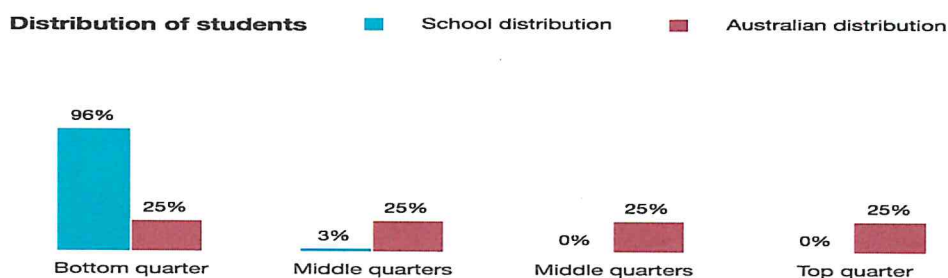
Annual Report 2017



Our school

East Kalgoorlie Primary School (EKPS) sits on the fringes of the City of Kalgoorlie-Boulder. Originally servicing the Williamstown community and the Ninga Mia community to the East, the school has evolved over time as mining operations expanded and the community diminished. In 2017, the school serviced students from the entire city with an average enrolment of 125, 100% of whom were Aboriginal. East Kalgoorlie Primary School became an Independent Public school in 2015. Our ICSEA value in 2017 was 638.

The following table shows our student economic population distribution



The school has a highly effective school-managed health and wellbeing program including, Family Central. This model of health delivery and monitoring leverages the central position schools play in the lives of students and their families. This program is integrated into the school's daily operations and facilitates a seamless approach to health and support needs impacting on educational outcomes for our students. Coupled with our intensive approach to Early Childhood Intervention – Early Years Plus, these initiatives are proving successful in improving educational and life outcomes for our children.

With approximately fifty percent of our students in the three-year old to five and half year old range, extending to over 75% in the range to Year Three we believe we are best positioned to improve outcomes in the earliest years of our students' education and prepare them for their next stage of schooling.

Summary

2017 saw the end of our first Business Plan cycle as an Independent Public School. We had a busy and successful year, continuing to move forward, building on our successful programs and building a sustainable business model for the future of East Kalgoorlie Primary School.

We have continued to build on our health and wellbeing and family support programs in 2017, continuing our work with key agencies to develop an outreach model of service. Continuing our work with the Federal Department of Health, Western Australia Community Health Service, Earbus Foundation and Bega Gambirringu Health Service. We have successfully negotiated on-site services to be delivered for our students through BEGA and Collins Street Surgery with each service providing a Doctor and Nursing team on site one day a week. We have brokered the BEGA services for other local schools with high numbers of Aboriginal students.

We continue to be extremely encouraged by our ear health results with a definite decrease in ear infections and chronic ear/hearing problems and poor health. Data from the Earbus in 2017 showed the percentage of children passing screening at the beginning of the school year tripled from 11% to 35%. The percentage of children referred to the GP for Otitis Media has dropped from 59% to 19% - down by more than two-thirds and the rate of discharging ears (Chronic Suppurative Otitis Media – CSOM) is down from 15% - 3% an 80% decrease. This data compared the data from the first ever Earbus visit in 2015, compared to the first visit in 2017.

The outcomes of our holistic approach continue to be reflected in improved oral communication, on-entry and NAPLAN results, with a slow but steady decrease in students below benchmark on entry to compulsory schooling.



Our work in changing outcomes not only for our children but also our school community is starting to show results with the realisation that education is part of a wider picture for our students and families.

2017 saw a continued focus on whole school curriculum development with staff Curriculum Leaders leading the staff through the implementation of a number of whole school programs, such as, Talk for Writing, Letters and Sounds and Two-Way Tracks for Learning.

Teaching and learning programs in-line with the Digital Technologies Curriculum, incorporating Robotics, Coding and STEM was another continued focus throughout 2017. Replacing classroom computers with laptops and increasing the school iPad collection has ensured continued skills development for staff and students. This will continue to be a focus throughout 2018. We provided online safety courses for all students and families through Internet Safe Education.

Our School Board has continued to grow and develop this year with representatives from both parents/carers and community member groups. Our School Board has played a key role in our continued growth as an Independent Public School.

Once again our Early Years Plus strategy is ensuring that progress in the key areas of oral literacy and special needs support continues.

An exciting school project in 2017 saw the school purchase of a new classroom. This classroom is our first flexible learning space, with a vision to extend and refurbish all classrooms throughout the next Business Plan cycle. The spare classroom is being developed throughout 2018 as a Community Room to provide a meeting place and opportunities for extended services for families to be delivered on the school site.



The purchase of our new classroom and the opportunity to develop an on-site Community Room was only possible due to the generous donations of time, resources and money from local services and companies. Continuing to build strong relationships with local companies and services proved successful throughout 2017 with the school receiving around \$ 75 000.00 in sponsorship or grants.

We cannot thank the companies enough, who have supported our school this year such as; Carey Mining, Anglo Gold Ashanti, KCGM, Versatile Plant Hire, Hobba Electrical, Office of Hon Kyle McGinn and Robin Scott, Blue Spec Drilling, Hannans Foodmart, Ryans Mechanical Contracting and Variety – The Children’s Charity.

Our Kindilink program had its first really successful year in 2017, with a minimum attendance of around three and at times having up to ten families in attendance.

Our new classroom – outdoor learning area



Enrolment

Pre-Kindergarten	Kindergarten	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
10	26	24	19	14	8	18	6	6

Total K - 3	101	77%
Total 4 - 7	30	23%
Total	131	

(as at Semester 1 Census)

Attendance

The average attendance at EKPS typically falls within the moderately at-risk range at around 70%-80%. The rate is impacted upon significantly by blocks of time (1-2 weeks) when students accompany their families out of town for various reasons, due to the complexities and many deaths in the community throughout 2017, attendance rates for many children were of a concern. The impact of the Health and Wellbeing initiative and active case management is having a significant impact upon attendance and whilst still poor, reflects some positive changes in attitudes to attendance on a family by family basis.

The rate is usually similar for both Early Years and upper primary students despite the early years being predominantly non-compulsory, however in 2017 the Early Years overall attendance rates were higher with an average attendance rate of 78% for pre-compulsory students.

	2015	2016	2017
Overall Average Rate	73%	74%	71%
Regular attendance (>89%)	31%	22%	20%
At-risk attendance (>89-80%)	22%	26%	22%
Moderately at-risk attendance (>79-60%)	28%	25%	34%
Severe attendance (<60%)	19%	27%	24%

Structure

In 2017, the school was structured into seven classes beginning with three Early Years Plus classrooms, three year olds to Pre-primary aged students, grouped according to a school-devised criteria, the first level of which is the child's phase colour. This is a developmental framework of skills and understandings grouped into colours along a developmental continuum. All students in the Early Years Plus division attend school on a full-time basis to maximize opportunities for learning and put in place learning support programs by Pre-primary age.

Years 1-3 (Early Years) were allocated across three classes and two classes for Primary students – Years 4-6.

The school provides a comprehensive wrap around service for every student through four main programs:

- Health and Wellbeing
- Family Support
- Early Years Plus - Comprehensive Early Childhood Intervention and
- "SportsConnect"
- "MusicConnect"

Health and Wellbeing

Our successful Health and Wellbeing Program ensures our children are provided with the best possible opportunity for learning. A Health Support Officer assists the coordinator in delivering these services. Services are targeted at health issues that affect our students. We work closely with a range of key services/agencies to deliver our program.

- Bega Gambirringu
- Collins Street Surgery
- Child Development Centre
- Earbus Foundation
- WA Department of Health

- Rural Health West
- School Dental Services
- Optometrists

Throughout 2017, we streamlined our Health Support for students and families and have developed an innovative model, transitioning to having Health professionals based on the school site; this has proven very successful and has decreased the need to take children offsite for treatment.

Family Support (Extended Services)

This programme is staffed by a dedicated Health and Family Support Coordinator who accesses and brokers support services to students and their families.

These services are provided by key community agencies and businesses who work in partnership with the school including;

- Centrelink
- Youth Policing Team
- Headspace
- Bega Garnbirringu
- Department of Housing
- Juvenile Justice Team
- Centrecare to name a few.

"SportsConnect"

Our Deputy Principal, Ms Bernadette Delaney organises and maintains a program to connect our students with community sports teams to foster community links and aid transition outcomes. EKPS students were represented in the local Saints AFL football team, Zaros Basketball Club and Boulder Netball Club. In 2017, a number of our year 3/4 children participated in private golf lessons, and the swimming squad continued in terms one and four for our Years 3-6 students.

Early Years Plus

Our flagship early years program is founded on the philosophy that targeted teaching strategies that are matched to the specific needs of our students are imperative to ensure our children receive the best possible start to their education journey.

Early Years Plus is a holistic, case management approach to learning featuring:

- Full-time kindergarten for 3 and 4 year olds
- EKPS Whole Child Learning Sequence
- School provided Occupational and Speech Therapists
- School based staff as trained therapists
- Multi-disciplinary, individual case management
- Kindergarten readiness – Kindilink
- Playgroup – WANSLEA Family Services

“MusicConnect”

Our Specialist Music and Art Teacher runs our “MusicConnect” Program. The highlight of the year was performing with students from Kalgoorlie Boulder Community High School and participating in the Indigenous Hip Hop Program, supported by BEGA. The week-long program finished with a performance and the music video produced with a “Say no to Smoking” message is regularly televised on local television networks. Our Community and Parents were so proud watching their children perform at the Sports Star of the Year Awards.

WA Education Awards

In 2017, we were so proud to be recognised for our dedication and commitment to Aboriginal Education. We were announced as finalists in the WA Premiers Excellence in Aboriginal Education Award. Our Manager of Corporate Services, Ms. Lisa Mitchell was also recognised as a finalist for the WA School Services Staff Member of the Year Award. Carla Morgan was nominated for Beginning Teacher of the Year Award and Gail Burrows was nominated for Education Assistant of the Year.



East Kalgoorlie Primary School Choir

Our choir, led by our Music Teacher did our school and community proud this year. They performed at multiple events throughout the community including the Goldfields Eisteddfod, various nursing homes and the AIME mentoring community evening.



Renovations and transformations

A new school purchased transportable building was installed with an inviting courtyard work space built for students, this building was developed as our first flexible learning classroom, flexible seating and workspaces to cater for all learners. Our goal is to transform all classes into flexible learning spaces in the future.

The Family Central building saw drastic transformations throughout 2017, with a new kitchen and updated bathroom, providing larger work spaces for our Kindi-readiness programs.

Digital Technologies Program

The first Interactive Television panel providing the opportunity for multiple touch at the same time was installed in our new flexible learning classroom, with a goal to replace all Interactive Whiteboards throughout 2018 and 2019. One hundred iPads are in use across classrooms and are updated as required. Robotics equipment and coding programs are being used in all classrooms.

Engagement and mentoring programs

Eastern Goldfields College, John Paul College and *KBCHS* students visited the school each week to develop fundamental movement skills and assist with classroom learning programs with our students.

Teach Learn Grow (TLG). As well as visiting us and providing tutoring for all children from years 1-6 in terms 2 and 4. Teach Learn Grow Tutors also mentored Kurli class throughout the year via skype on the iPads.

Sporting events

Visits by *West Coast Eagles Football Club, Scorchers Cricket Club and the Goldfield's Giants Basketball Club.*

Two of our Year Five children were awarded Champion Boy and Girl at the Interschool Athletics Carnival.

Annual School Athletics Sports Carnival

Swimming squad in Term One and Four, funded by Sporting Schools as well as the Department of Education Swimming Program.

Golf lessons donated by Robin Scott - local MP.

Wellbeing partnerships

Centrecare delivered a Protective Behaviours course to our Pre-Primary and Year One students.

Earbus Foundation, Bega Garnbirringu, Collins Street Surgery and WACHS worked tirelessly with us to keep our kids healthy.

Kurli class participated in the Mooditj program with a focus on respectful relationships.

The Rotary Club of Hannans donated every child a book at the end of the year. The children were very excited.



School events

We had many incursions and special days throughout 2017, including; Book Week Celebrations, Day for Daniel, Footy Colours Day, Dinosaur Incursion, Jeans for Genes Day, Pyjama Day, Dress Like a Pirate day, Mother's Day Morning Tea, Constable Care Incursion, Early Years Big Breakfast and Mooditj Health Lessons.

The Kurli children worked with a local Artist and attended a workshop at Hippocrocaduck, creating a phenomenal piece of art work for our Nurses Room in Family Central.

Kalgoorlie Boulder Urban Land Group came to the school with all children across the school participating in a tree planting day.

Families and community organisations helped us celebrate a spectacular **NAIDOC** Day and educate our community during our **Health Day**.

Awesome Arts again worked with the children in the Primary Classes, culminating in a magical performance to kick-off our NAIDOC day festivities.

Our chook shed saw six new chickens in residence this year, the children love feeding them and collecting the eggs each day.

The Squeaky-Clean Kids Program was launched by the Deputy Premier and Minister for Health.

Students in the Kangaroo and Echidna classes won the Reconstructed Art competition with their work displayed in an exhibition at the Goldfields Art Centre. Two Kurli children won a NAIDIC Week Art Competition sponsored by KCGM.

We closed the year with a fun day at the Indoor Play Centre and a fabulous End of Year Celebration of Learning Concert.



Our sincere thanks and appreciation to all the organisations that visited and worked with us during the year.

NAPLAN

It should be noted that the analysis of performance data for small cohorts of students can become distorted.

High transiency rates mean that few students remain from one NAPLAN test period to the next. The year 3 to 6 year groups are those which historically shrink and the school has adopted a strategy focusing on the Early Years making the Year 3 NAPLAN a more stable indicator of performance.

In the last three years we have maintained larger cohorts for Year 3 (10-14) and this allows us to chart some relevant results. These results show some progression in the areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy across the last three years. Although there was a decrease in Year 3 Reading and Writing and Year 5 Numeracy, Reading, Writing and Grammar and Punctuation in 2017. We are disappointed these results were not as consistent in 2017. We are pleased with the strong Progress and Achievement results in 2016 with all subject areas falling in to the range of High Progress – High Achievement. This reflects the strong emphasis we have placed on Reading and Writing and dedicated whole school programs. It is important to continue this trend in 2018.

Whilst the school performed above 'like schools' in all testing areas in 2016 we were unable to achieve the same results in 2017, this does not reflect an acceptable benchmark and our goal is to improve against benchmarks for the entire State.

Numeracy

- Year 3 – Holding steady in 2017.
- Year 5 – Slight decrease in 2017.

Reading

- Year 3 – Slight decrease in 2017.
- Year 5 – No real improvement, this needs to continue to be a priority area in 2018. Low progress since tested as a Year 3 cohort.

Writing

- Year 3 – Decrease in 2017.
- Year 5 – Decrease in 2017.

Spelling

- Year 3 – Decrease in 2017.
- Year 5 – A slight decrease in 2017.

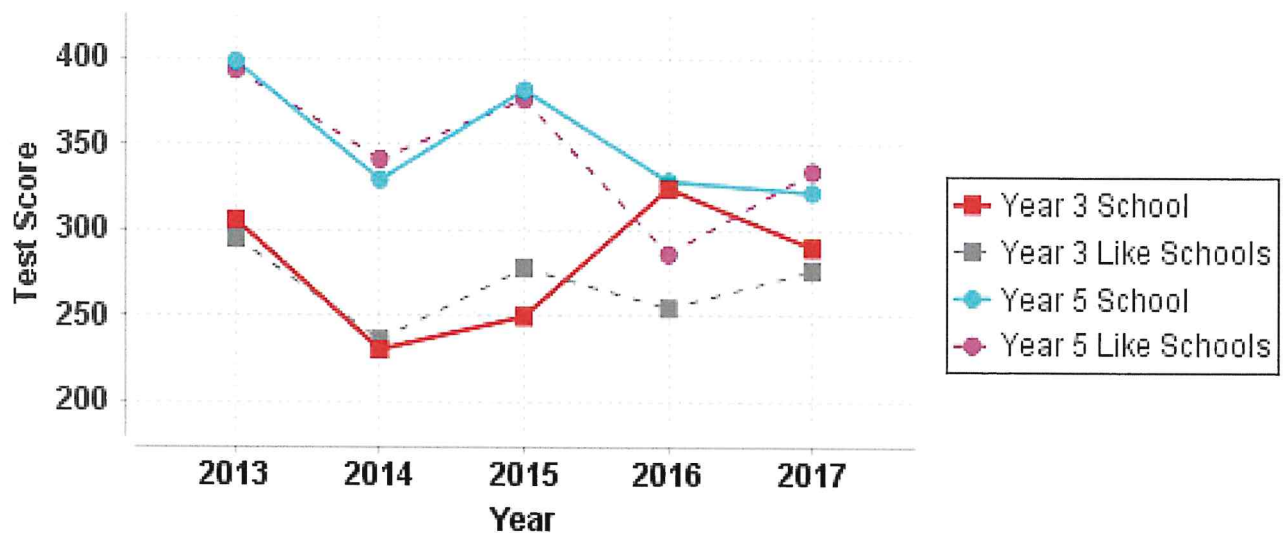
Grammar and Punctuation

- Year 3 – Steady improvement in 2017.
- Year 5 – A decrease in 2017.

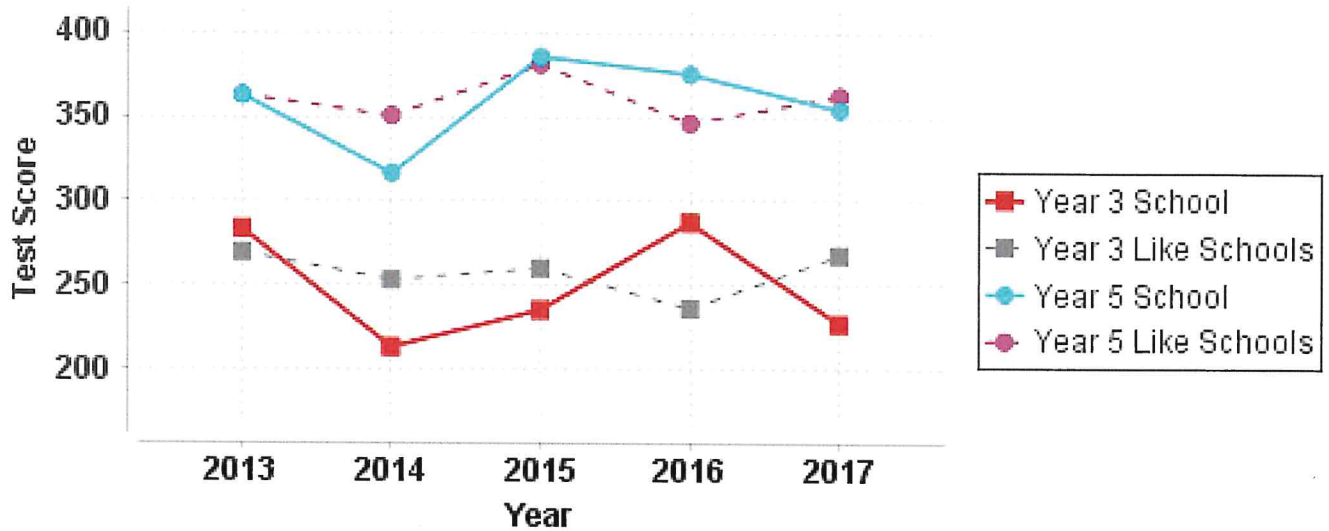
Longitudinal Summary

Compared to 'like schools'

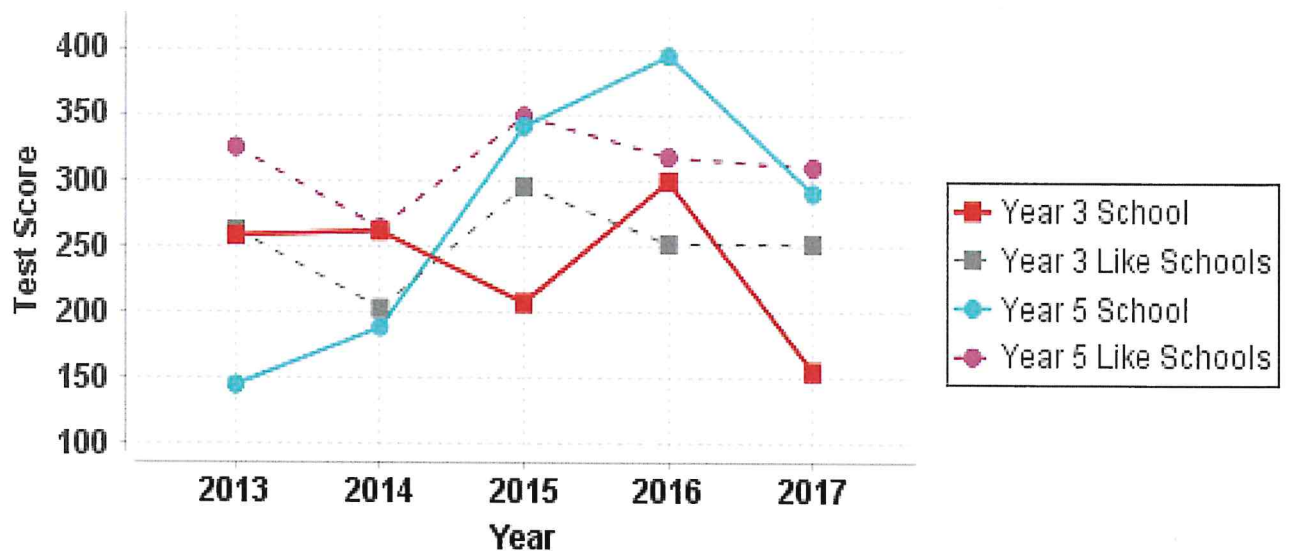
Average Reading Score



Average Spelling Score

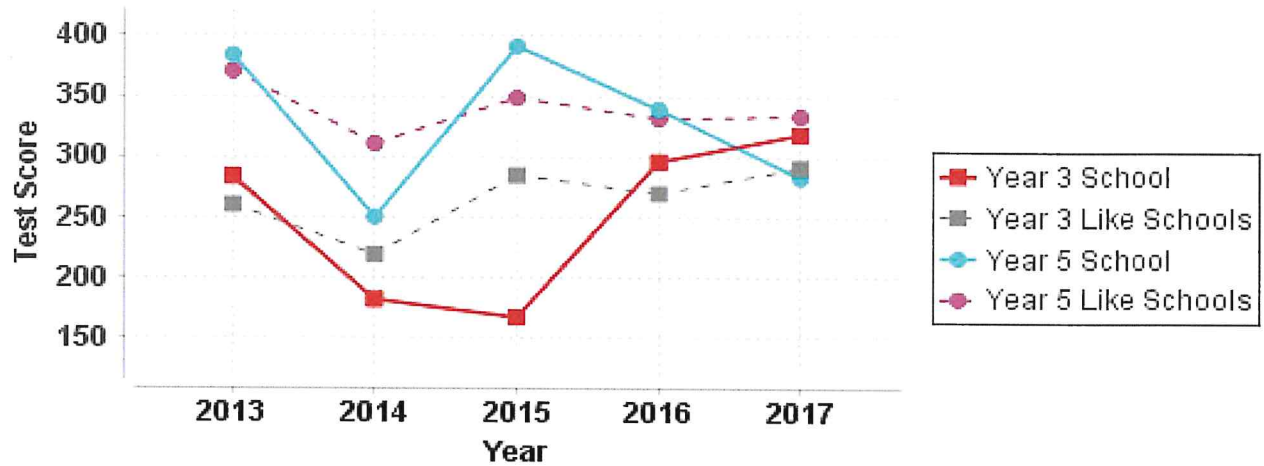


Average Writing Score

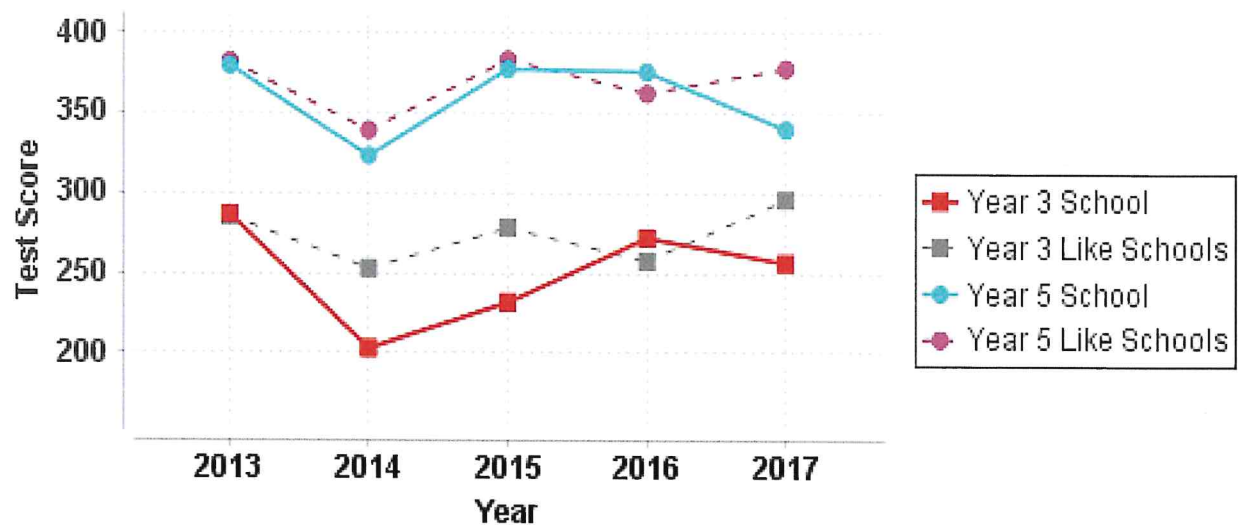




Average Grammar & Punctuation Score



Average Numeracy Score

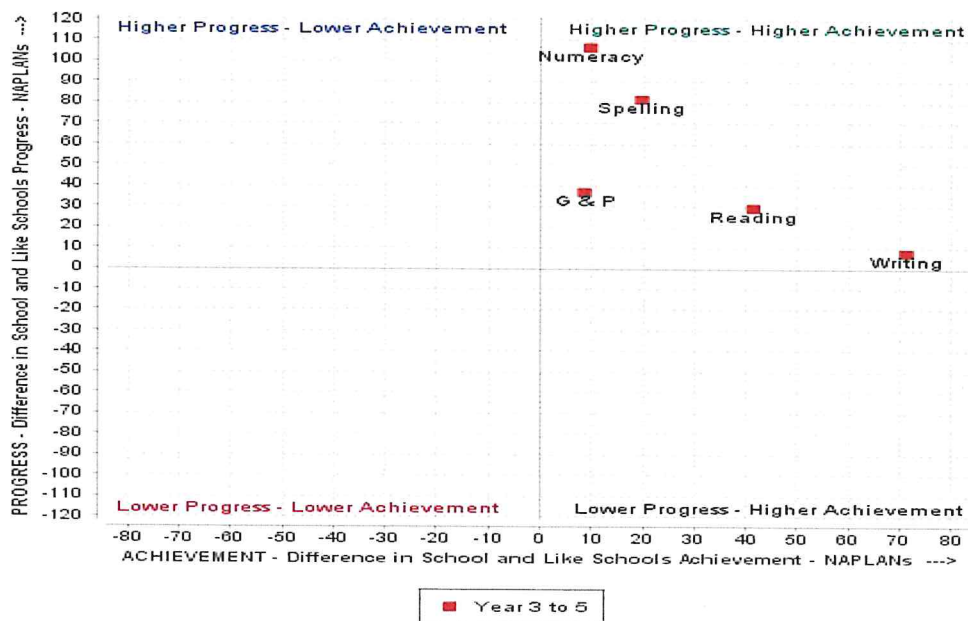




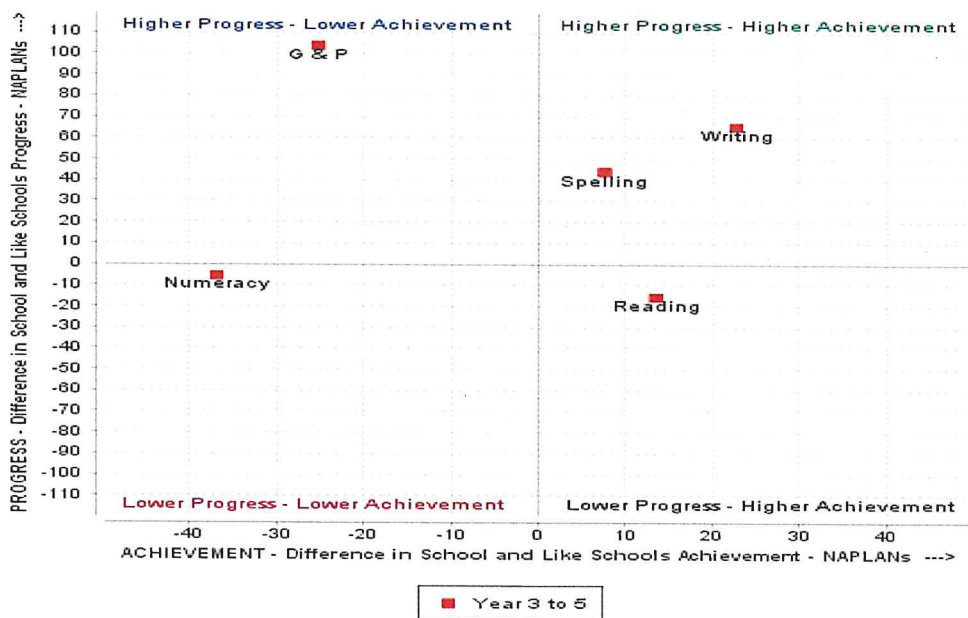
Progress and Achievement Graph

Compared to 'like schools'

**Student Progress and Achievement Compared with Like Schools
NAPLAN (2014 to 2016)**



**Student Progress and Achievement Compared with Like Schools
NAPLAN (2015 to 2017)**



On-entry Assessment Program

The school uses the on-entry assessment program for all available years, Pre-primary to Year Two in order to gather timely data on key Literacy and Numeracy elements before the first NAPLAN results.

Literacy

Literacy results in the on-entry results reflect small changes in the number of children below the expected benchmark at the beginning of the year. The biggest change is seen in Speaking and Listening with gains of 5% from 2015-2017. As more cohorts remain with us from Pre-kindy through to Pre-primary and benefit from our speech and language early interventions we hope to see the percentage of children below benchmark reduce.

Our Literacy results are not at the standard we would hope for, this is continuing to be addressed through the introduction of our whole school Literacy programs and our continued focus on Early Intervention.

Pre-primary: Expected progress indicator start of year: 0.5

Score	Speaking & Listening %			Reading %			Writing %		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
≥ 1.0	0	5	0	0	0	0	0	0	0
0.9	0	0	0	0	0	0	0	0	0
0.8	0	0	0	0	0	7	0	0	0
0.7	0	0	7	0	5	7	0	0	0
0.6	5	0	7	10	5	0	0	0	0
0.5	5	11	0	10	0	7	0	0	0
0.4	14	0	0	0	5	0	0	0	0
0.3	10	11	7	24	5	0	0	0	0
0.2	5	5	7	14	22	13	14	11	14
0.1	5	16	13	10	16	13	48	66	46
0.0	57	50	59	33	39	53	38	22	40
below	91	95	86	81	87	79	100	100	100

Year	Speaking & Listening % below			Reading % below			Writing % below		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
PP	91	95	86	81	87	79	100	100	100
1	59		100	100		100	94		100
2	74		100	95		100	89		100

Numeracy

Our Numeracy results reflect that during the Early Years Plus years our children have strong Numeracy skills and show improvement from the start of the year to end of year testing. The 2016 – 2017 data has shown a decrease in the number of children in PP below benchmark. Achievement is still an issue to be addressed. Our Year 1 and 2 results for 2017 indicate that the percentage of children below benchmark is larger in the older years. As we continue to test the Year 1 and 2 cohorts we will be able to better assess whether this is related to a decline in children continuing their education at EKPS or moving to other local schools.

Numeracy proficiency or the change in cohorts between pre-primary and Year 2.

Pre-primary: Expected progress indicator start of year: 0.5

Score	Numeracy %		
	2015	2016	2017
≥ 1.0	24	5	14
0.9	0	0	7
0.8	10	11	13
0.7	10	5	0
0.6	19	11	13
0.5	10	5	13
0.4	5	22	7
0.3	14	27	26
0.2	10	11	0
0.1	0	0	7
0.0	0	0	0
below	29	60	55

Year	Numeracy % below		
	2015	2016	2017
PP	33	60	40
1	47	42	64
2	74	81	90



Teacher Assessment of Communication (TAC)

To enable us to effectively target our oral literacy programs, the school uses the Teacher Assessment of Communication (TAC) diagnostic tools in Kindergarten. Students are tested at the beginning and end of the year. This enables us to begin targeted programs with students in need of intensive speech and language therapy as well as direct whole group strategies to improve phonological awareness.

The results reflect a year-by-year decrease in the percentage of children falling below the benchmark scores at Kindergarten level. The combined benefit of full-time Kindergarten and entry at three years old is having a significant impact with results for individual students showing that those who attended as three year olds have improved entry results over those who enter the school as four year olds.

The 2017 cohort of four-year old students completed the end of year TAC-K with 78% scoring well above the benchmark ensuring they begin compulsory schooling within the required range.

Of the stable 2017 cohort, 23% of children were above the cut off at the beginning of the year. On re-testing at the end of the year we had 85% over the cut off score.

In 2017, we utilised a teacher to run our Therapies Program. Our staff leader has been extensively trained by our consulting speech and occupational therapists and delivers programs under the supervision of our consultants.

% of students below cut off score

	Semester 1 2015	Semester 2 2015	Semester 1 2016	Semester 2 2016	Semester 1 2017	Semester 2 2017
TAC-K						
Comprehension	56%	13%	78%	22%	62%	23%
Expressive	76%	13%	85%	35%	77%	23%
Total	76%	19%	92%	28%	77%	15%

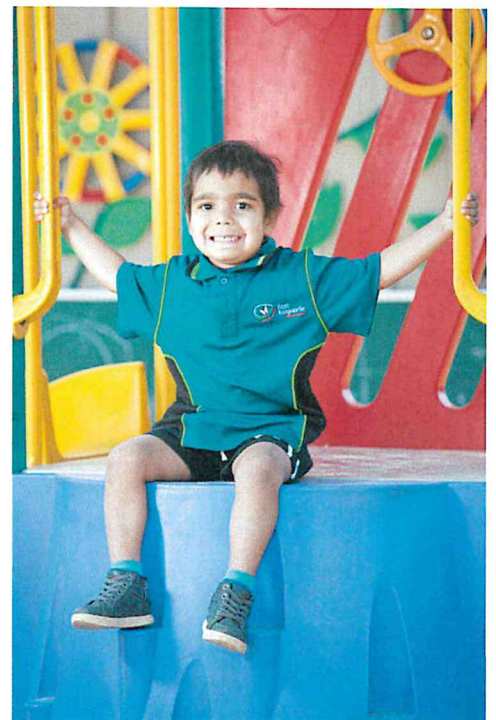
National Quality Standard

A system-wide implementation of the National Quality Standards occurred in 2014. EKPS has continued to use the standards as a best practice framework in the Early Years and commenced the self-assessment program in 2014, we again carried out the NQS self-assessment in 2017, having all staff members involved in the assessment. The process includes a self-reflection by all staff followed by a review by the Principal. The assessment tool utilises a traffic-light system whereby a self-rating of green is the objective. The School is tracking well towards this objective and our quality improvement plan is geared toward continuous improvement even in the event of goals being reached to an acceptable level.

2017 saw our first NQS School Review, we were pleased with the findings and found it in-line with our school planning, our outdoor environment is an area we have been working on developing, being successful in receiving a nature scape grant in 2017, we will continue to develop our outdoor environment throughout 2018.

Independent Public School Review

Our first School Review as an Independent Public School took place in 2017. We were extremely encouraged by the positive results. We welcomed the areas for improvement and throughout 2017 ensured we addressed all areas, including implementing a curriculum extension program for those children working above their peers and a cycle of self-review for the School and School Board. The review assisted us moving forward in developing our new Business Plan 2018-2020.



Independent Public School Review Findings

	Areas of Strength	Areas for Improvement
Business Plan	<p>1 – Development of BP that reflects the demography of the school community.</p> <p>2 – Extensive and proactive methods used to monitor all aspects of the school's programs and community connections.</p>	<p>2018-2020 BP to include student achievement targets includes additional academic and non-academic targets covering all years and specialist areas such as ICT, sport, music and Family Support.</p>
Teaching & Learning	<p>1 – The development of a sophisticated assessment and teaching tool for Literacy and Numeracy.</p> <p>2 – The emphasis on the collection of a range of data which is used to develop child centred and individual teaching programs.</p> <p>3 – A relentless improvement focus and a school wide willingness to engage and share.</p>	<p>1 – Attention given to providing extension for those performing above their peers.</p> <p>2 – Further develop ways to aggregate data showing student achievement of the WCLS.</p>
Student Performance Monitoring	<p>1 - The regular and documented cycle of meetings examining student data involving all staff members.</p> <p>2 – A comprehensive annual report is prepared and made publicly available.</p>	<p>1 - A documented cycle of self-review be established which includes surveys of all stakeholders.</p>
Program Delivery	<p>1 – The number and breadth of programs chosen to cover all aspects of the child's education providing a child-centred approach and "wrap around" care of every child.</p> <p>2 – The example of leadership and self-improvement modelled by the Principal and members of the executive team.</p>	
Resourcing & Support	<p>1 – The development of a comprehensive workforce plan aimed at retaining and recruiting skilled staff that meets the needs of students.</p> <p>2 – Creative and proactive "grant seeking" that adds additional resources in areas of need, enhancing the learning environment and improving the learning opportunities for all students.</p>	
School Board	<p>1 – The strong advocacy by the community board members in promoting the school in the wider community and for being proactive supporters of the operation of an Aboriginal School.</p>	<p>1 – Further measures be taken to adequate and representative parent voice.</p> <p>2 – To fulfil its obligations the parent, staff and student satisfaction survey data and its interpretation, be included in the future annual reports as required in the DPA.</p> <p>3 – The board initiate a self-review process to assess the effectiveness and as required by the DPA.</p>

National Quality Standard – Review Findings 2017

Quality Area	Standards	2017 SCHOOL NQS REVIEW	2016 Self-Assessment	2015 Self-Assessment
1: Educational program and practice	1.1: An approved learning framework informs the development of a curriculum that enhances each child's learning and development.			
	1.2: Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.			
2: Children's health and safety	2.1: Each child's health is promoted.			
	2.2: Healthy eating and physical activity are embedded in the program for children.			
	2.3: Each child is protected.			
3: Physical environment	3.1: The design and location of the premises is appropriate for the operation of a service.			
	3.2: The environment is inclusive, promotes competence, independent exploration and learning through play.			
	3.3: The service takes an active role in caring for its environment and contributes to a sustainable future.			
4: Staffing arrangements	4.1: Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.			
	4.2: Educators, co-ordinators and staff members are respectful and ethical			
5: Relationships with children	5.1: Respectful and equitable relationships are developed and maintained with each child.			
	5.2: Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.			
6: Collaborative partnerships with families and communities	6.1: Respectful supportive relationships are developed and maintained.			
	6.2: Families are supported in their parenting role and their values and beliefs about child rearing are respected.			
	6.3: The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.			
7: Leadership and service management	7.1: Effective leadership promotes a positive organisational culture and builds a professional learning community.			
	7.2: There is a commitment to continuous reflection			

Health and Family Support

The extended services at EKPS are focused on student health, wellbeing, learning support and family support and managed by the Deputy Principal.

This area is staffed with a Health and Family Support Coordinator, an Education Assistant specialising in Ear Health and a Teacher dedicated to Oral Language Speech Therapy and Occupational Therapy.

Both the speech and occupational therapist were funded by the school and through sponsorship from Rural Health West in 2017, the funding continues throughout 2018. These programs provide review and assessment services for students and training to the therapy assistant and classroom staff. We also worked with the Child Development Centre to assist in the delivery of Speech Therapy.

Health and Wellbeing data is collected by the Deputy Principal and is matched with observations and anecdotal notes made by classroom and therapy staff and external specialists in the same data management system. This allows for the continuous, holistic case management of all students by the Leadership Team.

The network of Health and family support services the school engages with in Kalgoorlie are extensive and complicated however we have made significant progress in ear health, optometry, paediatric care and dental services. Our program is becoming widely known in the community and our ability to provide productive pathways for services to reach their clients has made them willing partners. We continue to negotiate and develop services addressing identified needs. Priorities are currently in the area of family support, ear health and researching FASD diagnosis.

The team also works closely with health agencies including the WA Country Health Services on education and preventative measures.

2017 Health and Family Support Outcomes:

Ear health

Data from the Earbus collected from their first visit in 2015, compared to their first visit in 2017, showed the percentage of children passing screening at the beginning of the school year tripled from 11% to 35%. The percentage of children referred to the GP for Otitis Media has dropped from 59% to 19% - down by more than two-thirds from 15% - 3% an 80% decrease.

- Now seeing some 'normal' results from ear screens
- Reduction in reviews for students or less frequent reviews



Complex health;

- On-going access to external health providers
- Increasing staff capacity to determine health problems
- Paediatric care and CAMHS care initiated for a number of students
- On-site medical support for Children and families

Family support;

- Intensive support to sixty families, many in crisis
- Substantial expertise in connecting and facilitating housing, health, parenting and financial services

School Community

Our school-community partnership agreement was endorsed in December 2013 and is structured around four key areas:

1. Cultural connections
2. Working together
3. Learning
4. Engaged students

The included monitoring tool outlines commitments, activities and progress indicators with respect to each of these areas.

In 2016 a survey of school opinions was taken for parents/carers. All responded with overwhelmingly positive responses with respect to the direction, leadership and achievements of the school. The next survey will take place in 2018. In 2017 a 360 degree survey was conducted on the school's leadership with extremely positive results.

The East Kalgoorlie Primary School Board, the school's representative decision making and advisory group, has undertaken to regularly monitor and review the outcomes of the agreement. The agenda for the School Board includes a standing item for reporting and sharing information related to actions and commitments outlined in the agreement. These are shown in the table below. The areas in italics were addressed during 2016-17. The highlighted areas were selected as particular focus in 2017.

SCPA Monitoring Tool

GOLD = Current meeting
GREY = Addressed
GREEN = Already addressed in

What families and community can do:	What the school and its staff can do:	Monitoring and Review Strategies
Cultural Connections		
<ul style="list-style-type: none"> Help staff to learn more about the culture, history, and language, land of the students that they teach. Support the Aboriginal Studies program at school. Participate and help out in cultural celebrations such as NAIDOC Day. Support cultural awareness training programs at school. Promote East Kalgoorlie Primary School to the broader community. 	<ul style="list-style-type: none"> Learn about the local history, language, land and families of the students that they teach. Include Aboriginal culture and history as a planned part of the curriculum in each classroom. Support the teaching of Wajkatha through the LOTE language program and using and displaying language in classrooms. Make opportunities to welcome and invite parents and community people and elders to contribute to classroom activities. Develop an environment that reflects the identity and culture of our students throughout the school. Celebrate the school's diversity, programmes and achievements. 	<ul style="list-style-type: none"> Feedback from community about Wajkatha language programme in the school. Monitoring extent to which Aboriginal culture is included in whole school and classroom planning. Frequency of community members in school sharing culture, language, history. Report on development of a staff induction /professional learning cultural awareness programme. Report on Wajkatha language programme content and student progress and community involvement.
Working together		
<ul style="list-style-type: none"> Get to know their child's teacher and the staff who support their children. Keep contact information updated. Respond to requests and communication from the school. Meet with teachers about their children when requested or make contact with the school if there are concerns. Support the events that the school organises to involve parents in their children's education. Help in classes and around the school. Access services and follow up treatment that helps their children to be healthy 	<ul style="list-style-type: none"> Seek to understand the relationships and connections of families in the school. Meet families (including home visits), share successes or concerns and communicate class expectations and processes. Be active in the community. Partner with other agencies and share information that will help address health or other issues that may impact on a child's capacity to learn. Promote messages to families about the importance of communicating positively. Follow agreed procedures, through the school's Health and Well Being strategy, if they have concerns about the well being of a child or identify 	<ul style="list-style-type: none"> Number of parents who participate in meetings Report on frequency that teachers meet with individual parents and opportunities that are created for this to happen. Report on workshops organized and information shared about supporting students' education and health outcomes. Level of engagement and input to discussions about the school's direction and performance. Monitor frequency of students accessing external health and well being services and extent to which there is parent and/or school initiation or support. Frequency of families accessing materials for use at home to support learning at school.
<ul style="list-style-type: none"> and well cared for. Be involved in the school's decisions making opportunities and processes. 	<ul style="list-style-type: none"> a need for access to some form of support. Share information with the community that it wants to know. 	<ul style="list-style-type: none"> Number of parents and community members helping out at events, coming to meetings etc.
Learning		
<ul style="list-style-type: none"> Attend medical and other appointments and make sure their children get proper care so that their health and well being isn't a barrier to learning. Participate in planning with teachers for where their children will attend school after EKPS. Work with school staff so that they understand the needs, interests and aspirations of the children they teach. Access the programmes that provide special support in the Early Years of school. 	<ul style="list-style-type: none"> Effectively teach students the skills and understandings of Standard Australian English and Mathematics. Provide a wide range of social, educational, artistic and sporting activities. Individually plan and cater for the needs of each child. Support families where required in initiating or following up on access to medical or other services that may be barriers to children learning. Include the health and well-being of students as a focus for individual planning and classroom practice. Communicate about student progress so that parents understand where their child is achieving and how they can support their learning. 	<ul style="list-style-type: none"> Share performance data in relation to student literacy and numeracy performance. Report on professional learning that staff attend and how it is being implemented in school. Analyse the relationship between students accessing external service and how this effects learning, attendance, behaviour, parent engagement outcomes. Number of children and parents accessing Early Childhood programmes. Seek feedback from parents about what they would like included in Early Childhood programmes and reporting. Monitor extent to which parents and school engage in conversations and planning about transition to post-East Kalgoorlie schooling options.
Engaged students		
<ul style="list-style-type: none"> Work with the school to help children understand that everyone has the right to learn safely. Inform the school of issues that might affect their child at school. Have high expectations for their child's attendance, behaviour and learning. Make attending school the number one priority for their children. Notify the school if their child is absent and why they aren't at school. 	<ul style="list-style-type: none"> Provide classroom activities and whole school programmes that keep students engaged, focused and able to succeed. Find out and share information that may be having an effect on a child's well being, behaviour or learning. Involve families in helping to address well being, learning or behaviour concerns. Follow clear and consistent processes related to accessing support or addressing concerns about students. Promote and celebrate positive outcomes and achievements. Have expectations and adopt practices that are consistent with the school's agreed classroom management principles and approaches. 	<ul style="list-style-type: none"> Share general feedback from parent meetings, home visits, community feedback and any issues requiring discussion. Report and share attendance rates across school. Report and share information related to student engagement inc. classroom management data (positive and negative) as appropriate.

Teaching Approach

Establish a consistent school-wide approach to teaching based on progression through our unique Whole Child Learning Sequence (WCLS). This will ensure the sequence and content of teaching is clear across all skill areas and the entire range of the whole child approach is addressed. It ensures children experience success in areas of strengths and can take ownership of their progression through the phase colours.

Targets and Tracking		2016	Progress
Learning Outcomes	On-entry results for Pre-primary students at benchmark at second round testing for Numeracy and Literacy	90% of students	Awaiting results
	Echidnas (Kindy 1) students achieve Purple phase by end of year	50%	41%
	Kangaroos (Kindy 2) students achieve Pink phase by end of year	50%	64%
	Teacher Assessment of Communication (TAC) Kindergarten end of year results	100% above benchmark	83% above benchmark
	NAPLAN % 'at' or 'above' minimum standards in Literacy and Numeracy	50%	Numeracy 50% Literacy 61%
Teaching Practices	National Quality Standards rating of green in Quality Area 1	✓	✓
	Teachers participate in collegiate observations of teaching both internally and externally	✓	✓
	WCLS completed to Year 6	Tier 2	Working document
	Teachers are responsive to data and regularly report on phase colour progression of their students	✓	Review meetings every term

Health, Wellbeing and Family Support

Maintain school-managed system for ensuring the identification, treatment and support of the health of students which also incorporates the support of families to address the core elements of disadvantage in the school community.

Targets and Tracking		2016	Summary of Progress
Health Outcomes	Reduction in numbers of students with unresolved ear health issues	75%	75%
	Parents attending health appointments	50%	50%
	Identification and management of complex health needs	70%	70%
Family Support Outcomes	Parents completing Circle of Security program	10	Other programs in 2016
	Families in 'red' (crisis) phase	8	8
Operational Outcomes	Business model developed		Under way
	Community governance structure in place		✓
	Sustainable funding model in place	✓	✓
	Successful transition to classroom self-catering complete	✓	✓



Transition and Flow

Implement a dynamic process to actively monitor the progress of students through the Whole Child Learning Sequence and intervene early to ensure progress occurs. Other interested schools trained in and implement the WCLS to ensure a more seamless transition from one school to the other and limit the negative effects of transiency.

Targets and Tracking		2016	Summary of Progress
Outcomes	Year 6 students are attending at least 75% by end of Sem 2 of Year 7	100%	60%
	Documented transition guidelines in place and Operational Sub-plan completed		✓
	On-entry Module 1 to 2 analysis completed		✓
	Curriculum leader in place to collect and analyse data	✓	✓
	'Hot Spot' groups established	EY	✓



Engagement and Connections

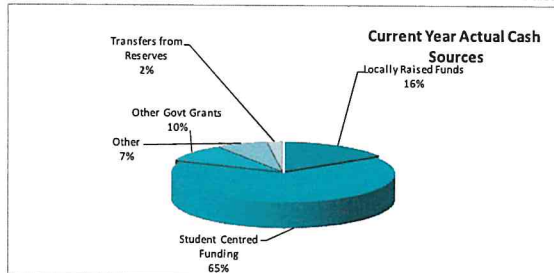
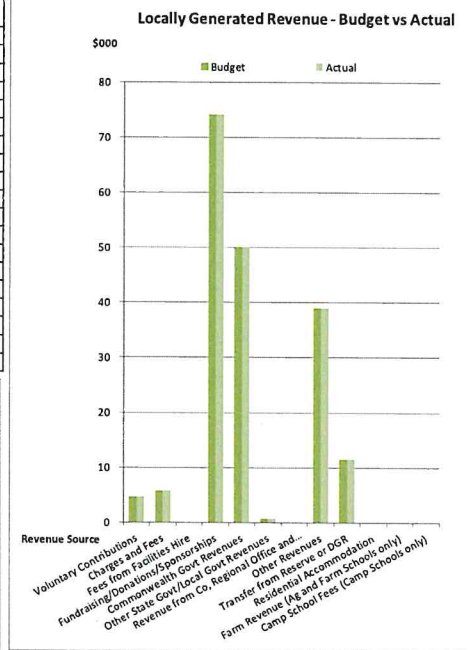
Develop an outreach framework with like-minded schools to ensure Health, Wellbeing and Family Support outcomes are maintained across the region. Establish an effective framework with network schools for teacher development through observations, workshops and collaborative work on curriculum elements. Establish a long term partnership with University of WA and the Rural Medical School to conduct research on aspects of our programs.

Targets and Tracking		2016	Summary of Progress
Operational Outcomes	Presentation to Network Principals		Change in strategy
	Presentation to community agency management representatives	✓	✓
	Community governance model established		✓
	Walkthrough & observation process & schedule established		✓
	Walkthrough program commenced	✓	✓
	Allied Health proposal delivered		✓
	Local History strand completed to Year 6	✓	Network not active
	UWA student projects commence	✓	✓
	WANSLEA 'Spring into Learning' 5 year program	1 st review	2 nd review

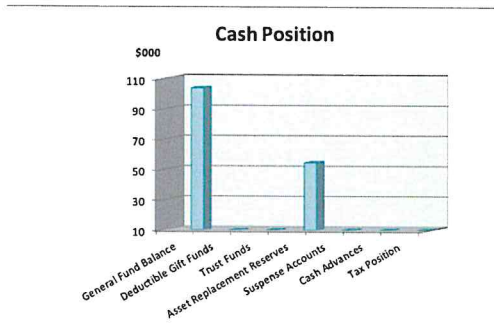
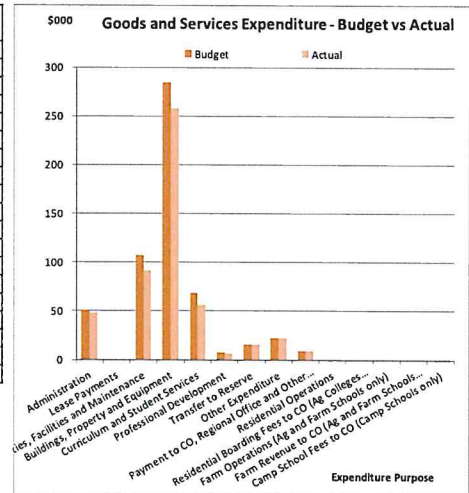


East Kalgoorlie Primary School
Financial Summary as at
31 December 2017

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 4,625.00	\$ 4,625.00
2	Charges and Fees	\$ 5,767.00	\$ 5,767.30
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 74,215.00	\$ 74,215.00
5	Commonwealth Govt Revenues	\$ 50,203.00	\$ 50,202.47
6	Other State Govt/Local Govt Revenues	\$ 750.00	\$ 750.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 38,970.00	\$ 38,972.38
9	Transfer from Reserve or DGR	\$ 11,550.00	\$ 11,550.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 186,080.00	\$ 186,082.15
Opening Balance		\$ 75,966.00	\$ 75,966.00
Student Centred Funding		\$ 348,378.00	\$ 348,377.76
Total Cash Funds Available		\$ 610,424.00	\$ 610,425.91
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 610,424.00	\$ 610,425.91



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 50,903.00	\$ 48,104.75
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 107,029.00	\$ 91,176.82
4	Buildings, Property and Equipment	\$ 284,412.00	\$ 257,179.17
5	Curriculum and Student Services	\$ 68,304.00	\$ 56,523.80
6	Professional Development	\$ 7,000.00	\$ 6,330.74
7	Transfer to Reserve	\$ 16,000.00	\$ 16,000.00
8	Other Expenditure	\$ 21,981.00	\$ 21,984.67
9	Payment to CO, Regional Office and Other Schools	\$ 9,411.00	\$ 9,410.90
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 565,040.00	\$ 506,710.85
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 565,040.00	\$ 506,710.85
Cash Budget Variance		\$ 45,384.00	\$ -



Cash Position as at:	
Bank Balance	\$ 153,460.68
Made up of:	\$ -
1 General Fund Balance	\$ 103,715.06
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 54,520.17
5 Suspense Accounts	\$ 1,199.45
6 Cash Advances	\$ 400.00
7 Tax Position	\$ 5,574.00
Total Bank Balance	\$ 153,460.68



P • 9021 2542 • F • 9091 2075

E • eastkalgoorlie.ps@education.wa.edu.au

4 Mafeking Street Kalgoorlie WA 6430 • PO Box 10501 Kalgoorlie WA 6433

ABN 15 103 726 500

Principal • Judith King